

**TUPE Scoring Rubric for
Middle and Junior High School Promising Tobacco Program
Competitive Grants**

Makes an Outstanding Case Score the item a 5 if:	Good 4	Makes an Adequate Case Score the item a 3 if:	Weak 2	Makes a Very Weak Case or Fails to Make a Case Score the item a 1 if:
A. Overall Program Summary (Form P2) (1 to 5 rating X 2 = 10 possible points)				
<p>Summary provides:</p> <ul style="list-style-type: none"> a <u>comprehensive</u> overview of the proposed program that will replicate a research based, proven effective program, implemented with fidelity. a <u>very clear plan</u> of sustainability for the school or schools to maintain the same program without additional funds after March 31, 2005. 		<p>Summary provides:</p> <ul style="list-style-type: none"> an <u>adequate</u> overview of the proposed program that will replicate a research based, proven effective program, implemented with fidelity. an adequate plan of sustainability for the school or schools to maintain the same program without additional funds after March 31, 2005. 		<p>Summary provides:</p> <ul style="list-style-type: none"> a <u>weak</u> overview of the proposed program that will replicate a research based, proven effective program, implemented with fidelity a <u>weak</u> overview of sustainability for the school or schools to maintain the same program without additional funds after March 31, 2005.
B. Assessment (Form P3) (1 to 5 rating X 2 = 10 possible points)				
<p>Assessment:</p> <ul style="list-style-type: none"> provides a <u>very</u> comprehensive analysis of data from various sources including a student survey to demonstrate students' needs. <u>fully</u> describes the process used to identify needs of all students in the general population. provides <u>strong</u> justification for funding. 		<p>Assessment:</p> <ul style="list-style-type: none"> provides an <u>adequate</u> comprehensive analysis of data from various sources including a student survey demonstrate students' needs. <u>adequately</u> describes the process used to identify needs of all students in the general population. provides <u>adequate</u> justification for funding. 		<p>Assessment:</p> <ul style="list-style-type: none"> provides a <u>weak</u> comprehensive analysis of data from various sources including a student survey demonstrate students' needs. <u>minimally</u> describes the process used to identify needs of all students in the general population. <u>fails</u> to provide justification for funding.

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C. School and Community Involvement (Form P4) (1 to 5 rating X 2 = 10 possible points)

<p>Involvement of school and community members in planning, design and future implementation of program at each site in application:</p> <ul style="list-style-type: none"> • <u>is exemplary and will very clearly</u> enhance program effectiveness. • demonstrates <u>very clear evidence</u> that each site plan was developed by site representatives and community members. • <u>clearly demonstrates</u> site administrator commitment to supporting the program. 		<p>Involvement of school and community members in planning, design and future implementation of program at each site in application:</p> <ul style="list-style-type: none"> • <u>has adequate potential</u> for enhancing program effectiveness. • demonstrates <u>adequate evidence</u> that each site plan was developed by site representatives and community members. • <u>adequately demonstrates</u> site administrator commitment to supporting the program. 		<p>Involvement of school and community members in planning, design and future implementation of program at each site in application:</p> <ul style="list-style-type: none"> • <u>does not have acceptable potential</u> for enhancing program effectiveness. • demonstrates <u>little evidence</u> that each site plan was developed by site representatives and community members. • <u>does not demonstrate</u> site administrator commitment to supporting the program.
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D. Program Plan (Form P5)

(1 to 5 rating X 5 = 25 possible points)

<p>High Priority Needs:</p> <ul style="list-style-type: none"> • <u>very clearly</u> defines extent and nature of student tobacco problems. <p>Objectives:</p> <ul style="list-style-type: none"> • when measured, will <u>very clearly</u> provide valuable information about student outcome and program implementation and the extent to which tobacco use has been prevented or reduced. <p>Selected strategies:</p> <ul style="list-style-type: none"> • are <u>very clearly</u> described. • <u>very clearly</u> demonstrates the needs of all students in the general population. • are fully <u>linked to, and will very clearly contribute</u> to, the successful achievement of the measurable objectives. • provide <u>maximum</u> exposure for all students. 		<p>High Priority Needs:</p> <ul style="list-style-type: none"> • <u>adequately</u> defines extent and nature of student tobacco problems. <p>Objectives:</p> <ul style="list-style-type: none"> • when measured, are <u>likely</u> to provide useful information about student outcome and program implementation and the extent to which tobacco use has been prevented or reduced. <p>Selected strategies</p> <ul style="list-style-type: none"> • are <u>adequately</u> described. • <u>adequately</u> demonstrates the needs of all students in the general population. • are <u>adequately linked to, and will likely contribute</u> to, the successful achievement of the measurable objectives. • provide <u>acceptable</u> exposure for all students. 		<p>High Priority Needs:</p> <ul style="list-style-type: none"> • <u>do not</u> adequately define extent and nature of student tobacco problems. <p>Objectives:</p> <ul style="list-style-type: none"> • when measured, will provide <u>little or no</u> information about student outcome and program implementation and the extent to which tobacco use has been prevented or reduced. <p>Selected strategies</p> <ul style="list-style-type: none"> • are <u>minimally</u> described. • <u>are weak or do not</u> demonstrate the needs of all students in the general population. • are <u>not adequately linked to, and will not likely contribute</u> to the successful achievement of the programs measurable objectives. • <u>does not</u> provide acceptable exposure for all students.
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E. Program Monitoring and Evaluation Plan (Form P6) (1 to 5 rating X 5 = 25 possible points)

<p>The process for:</p> <ul style="list-style-type: none"> a plan to review the program's measurable objectives is <u>very clearly</u> described. collecting prevalence data needed to measure the program outcome objective is <u>comprehensively</u> described. monitoring the implementation of the program's strategies and activities (process) is <u>very detailed</u>. Evaluation activities to determine the overall effectiveness of the program relative to its measurable objectives, to provide <u>valuable</u> information about program implementation and effectiveness. 		<p>The process for:</p> <ul style="list-style-type: none"> a plan to review the program's measurable objectives is <u>adequately</u> described. collecting prevalence data needed to measure the program outcome objective is <u>adequately</u> described. monitoring the implementation of the program's strategies and activities (process) is <u>adequately</u> detailed. Evaluation activities to determine the overall effectiveness of the program relative to its measurable objectives, to provide <u>adequate</u> information about program implementation and effectiveness. 		<p>The process for:</p> <ul style="list-style-type: none"> a plan to review the program's measurable objectives is <u>not clearly</u> described. collecting prevalence data needed to measure the program outcome objective is <u>minimally</u> described. monitoring the implementation of the program's strategies and activities (process) <u>does not</u> provide sufficient detail. Evaluation activities to determine the overall effectiveness of the program relative to its measurable objectives, <u>does not</u> provide adequate information about program implementation and effectiveness.
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F. Project Staffing (Form P7)

(1 to 5 rating X 2 = 10 possible points)

<p>All key staff at the school and district level:</p> <ul style="list-style-type: none"> are <u>thoroughly</u> identified including submission of qualifications or resume for district and site program coordinators. are in appropriate positions to successfully carry out assigned responsibilities and are allocated sufficient time to carry out all tasks. 		<p>All key staff at the school and district level:</p> <ul style="list-style-type: none"> are <u>adequately</u> identified including submission of qualifications or resume for district and site program coordinators. are mostly in appropriate positions to successfully carry out assigned responsibilities and are allocated sufficient time to carry out all tasks. 		<p>All key staff at the school and district level:</p> <ul style="list-style-type: none"> <u>are not identified</u>. Submission of qualifications or resume for district and site program coordinators was not provided. Are not in appropriate positions to successfully carry out assigned responsibilities and/or are not allocated sufficient time to carry out all tasks.
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Makes an Outstanding Case Score the item a 5 if:	Good 4	Makes an Adequate Case Score the item a 3 if:	Weak 2	Makes a Very Weak Case or Fails to Make a Case Score the item a 1 if:
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G. Budget and Budget Justification (Forms P8A and P8B) (1 to 5 rating X 2 = 10 possible points)

<p>Budget and budget justification:</p> <ul style="list-style-type: none"> are <u>entirely aligned</u> with each other. provide <u>excellent detail</u>. are be <u>well-justified and aligned</u> with the program. demonstrate proportional breakdowns across budget categories that are <u>completely consistent</u> with program strategy priorities. provide a program that is <u>very</u> cost effective and reasonable. 		<p>Budget and budget justification:</p> <ul style="list-style-type: none"> are <u>sufficiently aligned</u> with each other. provide <u>adequate detail</u>. are <u>adequately</u> justified and aligned with the program. demonstrate proportional breakdowns across budget categories that are <u>mostly consistent</u> with program strategy priorities. provide a program that is cost effective and reasonable. 		<p>Budget and budget justification:</p> <ul style="list-style-type: none"> are <u>weakly aligned</u> with each other. <u>do not provide</u> sufficient detail. <u>do not sufficiently support</u> the program. demonstrate proportional breakdowns across budget categories that are <u>weak</u> or <u>not consistent</u> with program strategy priorities. do not provide a program that is cost effective and reasonable.
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H. Overall Coherence and Merit of Application (1 to 5 rating X 2 = 10 possible points)

<p>The application:</p> <ul style="list-style-type: none"> • is <u>very</u> comprehensive and cohesive. • <u>fully</u> incorporates the Principles of Effectiveness. • <u>very clearly</u> demonstrates how each part of the program is related to and supportive of the other parts of the program. • is <u>specifically focused</u> on achieving the proposed measurable objectives. • shows very <u>strong</u> evidence of commitment and capacity to implement the activities described. 		<p>The application:</p> <ul style="list-style-type: none"> • is <u>sufficiently</u> comprehensive and cohesive. • <u>partially</u> incorporates the Principles of Effectiveness. • <u>adequately</u> demonstrates how each part of the program is related to and supportive of the other parts of the program. • is <u>generally focused</u> on achieving the proposed measurable objectives. • shows <u>adequate</u> evidence of commitment and capacity to implement the activities described. 		<p>The application:</p> <ul style="list-style-type: none"> • is <u>not</u> comprehensive and <u>lacks</u> cohesion. • <u>do</u> not incorporate the Principles of Effectiveness. • does <u>not</u> demonstrate how each part of the program is related to and supportive of the other parts of the program. • <u>does not clearly</u> demonstrate that activities are focused on achieving the proposed measurable objectives. • <u>lacks convincing</u> evidence of commitment and capacity to implement the activities described.
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